

Updates on College Readiness, TSI, and Developmental Education

Suzanne Morales-Vale, Ph.D

Keylan Morgan, M.Ed

Division of College Readiness and Success

Melissa Humphries, Ph.D

Bobby Jenkins, M.Ed

Strategic Planning and Funding

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Agenda

- Overview of College Readiness
 - Definitions
- DE Strategies for Acceleration
- Policy Updates
 - TSIA Writing College Readiness Benchmark
 - HB 2223
 - Other Policy Clarifications
- HB 2223 Corequisite Calculation
- Discussion/ Q&A

College Readiness

Definitions and Trends

Demonstration of College-readiness and TSI Exemptions

- TSIA scores
- ACT scores
- SAT scores
- STAAR EOC – English III and Algebra II (4000)
- HS College Preparatory Course*
- Completion of a college-level course, as determined by the receiving institution

**must meet additional criteria*

THECB Definition of College Readiness Differs From:

- Dual credit eligibility
- TEA definition of “college readiness” or “postsecondary/CCMR” readiness

Dual Credit Eligibility vs. THECB College Readiness

Dual Credit Eligibility- not a college readiness benchmark but allows qualifying students to ENROLL in a college-level course (by subject area(s)):

- PSAT-MNSQT
- Aspire
- English II EOC (Level II - 4000)
- Algebra I EOC (4000) + Algebra II (grade of A, B, or C)

(See TAC, §4.85)

Students meeting above eligibility requirements are not considered college ready until successful completion of the college-level course with a grade of A, B, or C.

College, Career, and Military Readiness (TEA) – 2018 Accountability

- **Meet TSI criteria on TSIA, ACT, SAT in Reading and Math**
- **Earn an Associate's Degree while in HS**
- Complete and receive credit for a college prep course in ELA and math
- Meet criteria of 3 on AP or 4 on IB examinations in any subject
- Earn 3 hours of dual credit in ELA/Math OR 9 hour of dual credit in any subject
- Enlist in Armed Forces
- Complete CTE coherent sequence
- Earn a TEA-approved industry based certification

TEA CCMR Accountability

- Questions regarding ISD accountability measures for CCMR, **including TSIA results**, should be directed to your TEA representative
- ISDs who partner with institutions of higher education to administer the TSIA (at your high school or at the college)
 - Work with the institution's test administrator to securely share appropriate data
- ALL TSIA results, regardless of where student tested, are in your platform database

Becoming a TSIA Testing Site

- www.thecb.state.tx.us, type “TSI” in the search bar
- Scroll to “TSI Assessment Resources”
- Click “How to Become a TSIA Testing Site”
- Requirement to administer a Pre-Assessment Activity (PAA) to all TSIA test takers
 - Importance of TSIA (how this test affects you)
 - Practice test questions and feedback
 - What happens if you don’t meet the college readiness benchmark?
 - Campus and community resources to be a successful college student
- www.QUERIUM.com (free, online PAA—“Colleges and High Schools,” click *Texas PAA*)

Developmental Education (DE) Strategies for Acceleration

DE Acceleration Strategies

- Corequisites (HB 2223)
 - Enrollment and participation in both the DE course/intervention AND entry-level course of the same subject matter within the same semester, providing just-in-time support
- Non-Course Competency-Based Options (NCBOs)
 - Intervention designed to address a student's identified weaknesses while building on student's strengths
 - Addresses ACGM learning outcomes; however, students' mastery of outcomes is acknowledged, and students' content of the NCBO is targeted to meet the outcomes not yet mastered.
 - Ex. Tutoring, supplemental instruction, labs

DE Acceleration Strategies (Cont'd)

- Integrated Reading and Writing (IRW)
 - DE course or intervention (NCBO) in which reading and writing instruction is integrated
 - IRW is required at the EXIT LEVEL (i.e., with corequisite models)
 - Starting spring 2019, only IRW course/interventions will count as part of the institution's required corequisite percentage for HB 2223
 - Corequisites reported with DE Reading or DE Writing course/intervention will NOT count in the institution's corequisite percentage

Policy Updates

TSI Assessment Rule Change

Effective the institution's first class of fall 2017, the following minimum passing standards for reading , math, and writing on the TSIA shall be used to determine a student's readiness to enroll in entry-level freshman coursework:

Math - 350 (no change)

Reading- 351 (no change)

Writing -

- **Placement score of at least 340 and an essay score of at least 4**
- **Placement score of less than 340, and ABE Diagnostic Level of at least 4, and an essay score of at least 5**

Understanding HB 2223

Texas Education Code, Chapter 51, Subchapter F-1

- Requires each IHE to develop and implement for developmental coursework a corequisite model(s)
- Each institution shall ensure that at least 75 percent of the institution's students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

[Rule 4.53\(7\):](#)

- Co-requisite (also known as corequisite or mainstreaming)--An instructional strategy whereby undergraduate students as defined in paragraph (24) of this section are co-enrolled or concurrently enrolled in a developmental education course or NCBO[7] as defined in paragraph (18) of this section[7] and the entry-level freshman course of the same subject matter within the same semester.

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

- [Rule 4.53\(7\)*](#): *(continued)*

The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.

Definition of Undergraduate

- [Rule 4.53\(24\)](#):
- (24) Undergraduate student—a student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a field or program of study.

When do HB 2223 requirements take effect?

- **2018-2019:** At least 25% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2019-2020: At least 50% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2020-2021: At least 75% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models

Percentages are calculated by subject area each semester (fall, spring, and summer)

Which students are exempt?

- (i) students assessed at ABE Diagnostic levels 1-4 on the TSI Assessment;
- (ii) students who are college ready;
- (iii) students enrolled in adult education;
- (iv) students enrolled in degree plans not requiring a freshman–level academic mathematics course;
- (v) students who meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers);

HB 2223 Applies To The Following Students:

- Students with TSIA Developmental Education Diagnostic results
- Students with TSIA ABE Diagnostic results of Levels 5 and 6
- Underprepared students enrolled in developmental education courses/interventions not otherwise exempt

Additional Changes from HB 2223

- Texas Success Initiative (TSI) statute relocated
 - Section 51.3062 changes to Chapter 51, Subchapter F-1
- DE Hours Eligible for Funding are Reduced
 - Section 51.340
 - Universities: Reduced from 18 hours to 9 hours
 - Community Colleges: Reduced from 27 hours to 18 hours
 - ESOL: Remains at 18 hours/Universities and 27/CC

OTHER POLICY CLARIFICATIONS

- **Holistic advising is used to place underprepared students**
 - Cannot be used to make a student “college-ready”
 - Cannot be used for high school students wishing to enroll in college-level coursework through dual credit
 - Should be used to determine best course/intervention placement for student (e.g., course, NCBO, ALP, SI, 4 – 48 SCH)
- **TSI Statute requires institutions to**
 - assess entering, non-exempt undergraduate students on the TSIA for college readiness
 - develop an individualized Plan for Academic Success for those not meeting the college readiness benchmark

OTHER POLICY CLARIFICATIONS

(cont'd)

- **TSI does not require students to be “TSI-met/complete” in order to graduate**
 - Most students will be TSI-met/complete through TSIA, DE, and/or successful college-level coursework completion
 - Individualized Plan for Academic Success
 - The institution determines the support necessary that aligns with faculty expectations for students’ programs/degree plans
 - Example: AAS students who complete a college-level science course in lieu of college-level math

OTHER POLICY CLARIFICATIONS

(cont'd)

- **Institutions must determine when a student will be required to repeat the college-level course that is part of the corequisite model**
- Policies and guidance regarding “successful completion” for THECB accountability purposes (i.e., completion with an A, B, or C) must be followed **for reporting**. However, what is required for reporting may or may not align with what is required to fulfill local course completion requirements.
- TSI Rule 4.59 allows **the institution** to determine when the student has met college readiness based on completion of DE and/or the college-level course

Calculating the Corequisite Percentage for HB 2223

Reporting for HB 2223

- Percentage of DE students in corequisite models will be determined through CBM reports
- State reporting officials provide THECB data on:
 - College-readiness status of each student
 - TSIA and ABE Diagnostic level scores
 - TSIA waiver and exemption status
 - Developmental coursework taken by each student (i.e., subject and type of DE instruction)
- **Communication with your institution's reporting official is important – ensure corequisite courses are being reported correctly**
- For questions about reporting, please contact Melissa Humphries (THECB): Melissa.Humphries@theqb.state.tx.us, (512) 427-6546

Calculating the Percentage

Numerator: Number of students enrolled in a
corequisite DE model

Denominator: Total number of students enrolled in
DE (with certain student populations removed)

Percentage is calculated separately for math
and reading/writing/IRW for each semester

A student is only counted once in the numerator and denominator, even if they are enrolled in more than one DE course/intervention in the same subject and same semester

Calculating the Denominator for Math

	<u>Student population</u>	<u>Identification on CBM</u>
Start with	All students enrolled in a math DE course or intervention	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students with an ABE score of 1 – 4 (reported in the semester in question)	CBM002, Item #80
Remove	Students also enrolled in a BASE NCBO in math	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students in an AEL program	CBM002, revised Item #10
Remove	Students who have a TSI waiver or exemption in math	CBM002, Item #21A
Remove	Students who are college-ready in math	CBM002, Item #20
Remove	Students enrolled in a degree plan that does not require freshman-level academic mathematics and the student is not taking college-level math	CBM002, revised Item #10

Calculating the Denominator for Reading/Writing/IRW

	<u>Student population</u>	<u>Identification on CBM</u>
Start with	All students enrolled in a reading, writing or IRW DE course or intervention	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students with an ABE score of 1 – 4 in reading and writing (reported in the semester in question)	CBM002, Items #81, #82
Remove	Students also enrolled in a BASE NCBO in reading, writing or IRW	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students in an AEL program	CBM002, revised Item #10
Remove	Students who have a TSI waiver or exemption in both reading and writing	CBM002, Items #41A and #61A
Remove	Students who are college-ready in both reading and writing	CBM002, Items #40 and #60

Notes on students in DE ESOL

- Students enrolled in Writing for Non-Native speakers, ESOL Reading and Vocabulary (CTCs), or DE English for Speakers of Other Languages (Univ) WILL be counted in the denominator
 - Unless they have an ESOL waiver
- Students enrolled in ESOL oral communication or Grammar for Non-native speakers (CTCs) will not be included in the denominator (unless they are also enrolled in another eligible Reading/Writing/IRW course or intervention)

Note on students assessed at TSIA ABE levels 1-4

- THECB will only check for ABE 1-4 scores in the semester in question
 - Will not go back to previous semesters to find scores.
- Two other ways to capture students at levels 1-4
 - Through enrollment in a BASE NCBO
 - Through enrollment in an AEL program*

**in order to accurately capture this population of students, your registrar must be informed of students enrolled in AEL programs*

Discussion/ Q&A

THECB Contacts

- Suzanne Morales-Vale, Ph.D. 512.427.6262
- Keylan Morgan, M.Ed 512.427.6244
 - TSI/Developmental Education/TSIA
 - Division of College Readiness and Success

- Melissa Humphries, Ph.D. 512.427.6546
- Bobby Jenkins, M.Ed 512.427.6145
 - Reporting
 - Division of Strategic Planning and Funding